

ELLOREE HIGH

P. O. Box 820
Elloree, South Carolina 29047

GRADES 7-12 Middle School

ENROLLMENT 373 Students

PRINCIPAL Jacqueline Pelzer-Shuler 803-897-2232

SUPERINTENDENT Dr. David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	12	13

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

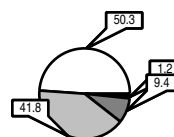
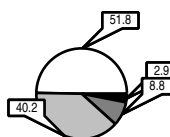
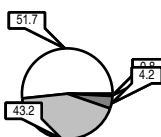
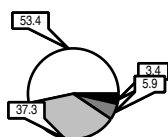
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours







Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	69	97.1	58.3	31.7	10.0	N/A	10.0
	Grade 8	83	94.0	50.0	45.2	4.8	N/A	4.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	63	98.4	51.6	43.5	4.8	N/A	4.8
	Grade 8	60	100.0	50.8	44.1	3.4	1.7	5.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	69	98.6	60.0	30.0	6.7	3.3	10.0
	Grade 8	83	94.0	57.8	39.1	3.1	N/A	3.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	63	98.4	46.8	41.9	8.1	3.2	11.3
	Grade 8	60	100.0	61.0	32.2	3.4	3.4	6.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 373)				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Up from 0.0%	7.8%	14.6%
Retention rate	13.8%	Up from 0.2%	3.7%	3.0%
Attendance rate	99.5%	Up from 95.4%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.9%		8.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	13.9%		7.5%	5.3%
Eligible for gifted and talented	3.8%	Down from 3.9%	5.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.8%	Up from 13.0%	14.8%	13.9%
Older than usual for grade	11.3%	Up from 10.0%	8.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Down from 5.6%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	46.2%	Down from 48.6%	47.1%	48.7%
Continuing contract teachers	51.3%	Down from 62.2%	70.0%	81.7%
Highly qualified teachers**	84.6%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	25.9%		13.0%	5.3%
Teachers returning from previous year	74.5%	Up from 67.1%	74.5%	85.1%
Teacher attendance rate	93.5%	Down from 94.4%	94.2%	94.8%
Average teacher salary	\$38,310	Down 3.4%	\$39,062	\$40,566
Prof. development days/teacher	13.8 days	Down from 19.5 days	11.2 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.2 to 1	17.3 to 1	21.3 to 1
Prime instructional time	91.5%	Up from 87.8%	87.1%	89.3%
Dollars spent per pupil*	\$9,796	Up 16.9%	\$7,753	\$5,821
Percent of expenditures for teacher salaries*	56.8%	Down from 67.7%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	74.2%	Up from 34.0%	84.2%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Elloree High School, now Lake Marion High School, Elloree Campus, is located in eastern Orangeburg County and previously served students in grades 7-12. Beginning school year 2004-2005, the school will serve only students in grades 9-12. To provide every opportunity to circumvent obstacles common to small rural schools, school personnel eagerly anticipate providing a strong, well-balanced curriculum to these students. The district supports this central focus by making every effort to recruit and retain highly qualified and committed teachers.

Elloree High has realized consistent improvement in student achievement. Ninety-eight percent of the graduating class of 2003 was successful in passing all three sub-tests of the Exit Exam upon graduation. We anticipate a comparable percentage of 10th graders successfully completing the new High School Assessment Program (HSAP) that has been implemented as a requirement for graduation. In order to ensure that this goal reaches fruition, the administrators, faculty, and staff will continue to monitor initiatives that have been implemented and adjust them if necessary. These initiatives include but are not limited to standards- and data-driven instruction; school-wide initiatives in vocabulary, reading, writing, and math application; a more aggressive student mentoring program; solicitation and recruitment of increased parental and community involvement, with emphasis on establishing school partners; and the maximal utilization of the expertise of the teaching staff, Curriculum Specialist, and Teacher Specialists.

Given that our first priority is the continued academic and social growth of our students, we petition parents and community members to assist us by ensuring that students attend school regularly, by minimizing the number of after school hours that students work, by holding students accountable for their academic performance, and by ensuring that students take advantage of the additional academic support that Lake Marion High School, Elloree Campus' administrators, teachers, staff, and volunteers provide after school.

Eugenia Fogle, SIC Chairperson
Jacqueline Pelzer-Shuler, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	53	38
Percent satisfied with learning environment	64.1%	64.2%	63.2%
Percent satisfied with social and physical environment	82.1%	84.3%	68.4%
Percent satisfied with home-school relations	23.7%	84.6%	70.3%

*Only students at the highest middle school grade level at this school and their parents were included.